DOCUMENT RESUME

ED 411 011 JC 970 485

TITLE	Regional Curriculum Colloquia and Delegated Approval Authority. Adopted Spring 1997.
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.
PUB DATE	1997-00-00
NOTE	62p.
PUB TYPE	Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Budgets; College Curriculum; *College Governing Councils; Community Colleges; *Curriculum Development; Participative Decision Making; Power Structure; Program Implementation; Scheduling; *State Programs; Training; Two Year Colleges
IDENTIFIERS	*California Community Colleges; *Delegation of Authority

ABSTRACT

In the California Community Colleges (CCC), authority is conditionally delegated to local college districts to approve new credit courses, articulate courses with other district colleges, and approve graduation requirements. This document details policies adopted by the CCC's Academic Senate regarding the scope, mechanisms, and conditions of that delegation and discusses the role of regional curriculum colloquia. Following an introduction to curriculum approval in the CCCs, the role and structure of regional curriculum colloquia are detailed, indicating that they are 2-day workshops focusing on curriculum standards and best practices. Next, methods for scheduling colloquia are discussed; the state's 15 local regions are identified; colloquia staffing and training is described; and the program's budget is presented, indicating that $25,000 are allocated annually. Finally, recommendations are provided to help colleges document their eligibility for delegation to the Office of the Chancellor, focusing on knowledge, procedures, and curriculum standards. Eight appendixes, which comprise most of the document, provide Education Code Sections 70901 and 70902; Title 5 Sections 51021, 51022, and 55100; sections from the CCC's Curriculum Standards Handbook; a list of 24 related resource manuals; sample correspondence from the process, including an initial notice to colleges, request for volunteer college facilitators, letter of appointment for college facilitators, request for delegation checklists, instructions to site facilitators, and notice of continued delegation; survey instruments used in colloquia evaluations; a grant application form; and a model action plan for following up on colloquia. (HAA)

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ED 411 011

Regional Curriculum Colloquia and Delegated Approval Authority

Academic Senate for California Community Colleges

Adopted Spring 1997

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Introduction: Delegated Curriculum Approval Authority

A solid curriculum is the backbone of any college. In the California Community College system, curriculum oversight is provided by the Board of Governors and the Chancellor and is recognized as a matter on which the Chancellor relies primarily on the advice and recommendations of the Academic Senate. (See Appendix 1, Education Code, Section 70901.) The Board of Governors is given the authority to set minimum standards for credit and noncredit classes and to review and approve all educational programs offered by community college districts and all courses that are not offered as part of an educational program. The Board of Governors has the right to delegate nonmandated responsibilities to appropriate bodies. In publishing the *Curriculum Standards Handbook* the Board has exercised this delegation authority. The scope, mechanism and conditions of that delegation are the subject of this paper.

Specifically, the approval authorities conditionally delegated to local districts, as stated in the *Handbook*, are the ability to:

- Approve new *credit* courses not part of approved programs. Under this authority, new and existing courses may be assigned a TOP code without regard to whether the college has approval for that TOP code.

- Determine that a given course meets the conditions of repeatability in accordance with provisions of Title 5 §58161(c).

- Enter into conjoint programs between specified colleges within a district that allow one college in the district to offer introductory and intermediate courses to be counted toward a degree or certificate approved by the Chancellor's Office for a different college.

In addition, colleges continue to have the authority to:

- Approve graduation requirements that apply to all students seeking the associate degree, including general education requirements as outlined in Title 5 §55806.

- Recommend patterns of courses to students for transfer or to meet other student goals and publish them in the catalog as recommendations for the convenience of students and counselors.

- Modify existing programs as needed to increase effectiveness or maintain currency in relation to the original program goals and objectives.

The Chancellor's Office continues to retain approval authority for new programs.

Standards and Conditions of Delegation: Role of the Regional Curriculum Colloquia

As part of their fundamental mission, colleges are expected to continually educate those who develop, review, and approve curriculum so that all are fully knowledgeable as to statutory, regulatory, intersegmental and accreditation standards, including those in the *Curriculum Standards Handbook*. It is also expected that colleges maintain good practices for reviewing and approving curriculum, including completely documenting local procedures, involving appropriate faculty in such reviews, and adopting timelines that assure adequate input of all who are affected. Finally, it is expected that the results of this process are courses and programs in the college's curriculum which fully meet the necessary standards when reviewed by the Chancellor's Office, four-year transfer institutions, and through accreditation. The **knowledge, procedures, and curriculum standards** are the foundation of sound college curriculum and constitute the standards upon which continued delegation of curriculum approval authority is based. (See Appendix 3 for Section 2.4 and Appendix D of the *Curriculum Standards Handbook*, Volume 1. Note that the changes cited for this section are those recommended by the Chancellor's Office Curriculum Advisory Committee but not yet approved.) The section of this paper on Documenting the Three Standards of Delegation will discuss good practices for meeting these standards.

To maintain delegated curriculum approval authority colleges must submit documentation of their current effort in support of the three standards, must participate in technical assistance to bolster those on-going efforts, and must submit an action plan detailing additional efforts which will continue to improve curriculum standards at the college. (Again, see the suggested changes to Section 2.4 of the *Curriculum Standards Handbook* in Appendix 3.) If approved, these three components (documentation, technical assistance, and an action plan) will constitute both the necessary and sufficient conditions to receive continued delegation of the curriculum approval authorities cited above.

Regional Curriculum Colloquia provide a mechanism to deliver technical assistance. The colloquia accomplish several goals in advancing curriculum quality. First, the colloquia allow the college's Delegation Checklist documentation to be reviewed by trained facilitators who provide written feedback to the college. Second, workshops on key curriculum issues provide the college's team with significant training. Third, the regional nature of the colloquia brings neighboring colleges together to become informed of one another's curriculum and practices and to share exemplary models. Fourth, with the aid of a trained facilitator, the college will have the opportunity to develop an action plan with specific objectives to provide for the continuous improvement of the college's curriculum and curriculum practices.

Typically two months in advance of its scheduled colloquium (see the section on Scheduling) the college will submit the Delegation Checklist accompanied by documentation supporting the three standards: knowledge, procedures, and curriculum. Each college will receive a copy of the documents submitted by the other colleges in the region. A trained facilitator (see the section on Staffing and Training) will read the materials and provide a written analysis to the college and also to others in the region. Facilitators are experienced faculty and instructional administrators recognized for their expertise by being selected by their colleagues for this important task. This written analysis is not a

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"report card" scoring the college with a "thumbs up" or "thumbs down." It consists of a series of suggestions, based on the experience of the facilitator, which serve as the starting point for identifying areas that might benefit from improvement.

On the morning of the first day of the colloquium the college team, typically about 20 in number (see Structure of a Regional Colloquium), will have the opportunity to participate in workshops on significant curriculum issues such as structure and function of the curriculum committee, course outline of record format and review techniques, prerequisites, new program approval, program discontinuance, and program review. These workshops will be led by the team of trained facilitators who have reviewed the colleges' documentation. These workshops will be repeated so that members of the college teams will have an opportunity to participate in two such discussions. The afternoon workshops will be based on exemplary practices at the participating colleges presented by those at the college who designed and implemented them. This will provide an opportunity for the college teams to share best practices with other colleges in their region. Again, these workshops will be repeated so that each team member may attend two such presentations.

The morning of the second day will focus on individual colleges. A smaller group of the college team, typically about six, will meet with the facilitator who analyzed their documentation. This dialog will allow for clarification and expansion on that commentary. The goal of this discussion is both to recognize areas where processes are satisfactory and to identify specific topics which could benefit from further attention. The result will be an action plan which lists the areas targeted for improvement, evaluates their current condition, and gives direction for improvement. As part of their commitment, facilitators are available for follow-up directly with each college.

When the colloquia have developed to the point that colleges begin their second round of participation, the second day conference will begin with an assessment of the progress the college has made on its previous action plan. For those areas where progress has not been satisfactory, the barriers to such progress will be identified and targeted as in need of primary attention by the college. It is not expected that any issue will go unresolved for more than two consecutive colloquia.

The Regional Colloquia culminate in a package of material presented to the Chancellor's Office: 1) the Delegation Checklist and supporting documentation along with the facilitator's analysis as revised through the second day discussions with the college team, 2) a list of participants on the college team and a summary of their evaluation of the colloquium experience, and 3) the college action plan. This material satisfies the proposed final condition for the college to receive continued delegation of curriculum approval authority. The college will be so notified in writing by the Chancellor's Office upon receipt of these materials.

Colleges which choose not to participate in the Regional Colloquia have the option of arranging for direct technical support from the Chancellor's Office. The college should notify the Chancellor's Office of their intentions in writing upon receipt of the notification of their colloquium assignment for that year. Direct technical assistance differs from the

colloquia in that the Delegation Checklist and supporting documentation will be review by Chancellor's Office staff who will then visit the college, meet with appropriate faculty and staff, and assist the college in the development of the action plan. Colleges will provide compensation for this direct assistance.

Structure of a Regional Colloquium

Regional colloquia are two day workshops, typically all day Friday and Saturday morning. Colleges will receive advance notice in writing of the date and place. (See the sample letter in the Appendix.) The schedule for the two days will typically follow this pattern:

First Day

8:30-8:45	Welcome and plan for the day
9:00-10:15	Breakouts on curriculum issues (typically six topics)
10:30-11:45	Repeat of breakouts
12:00-12:45	Lunch provided by host college at participant's expense
1:00-2:15	Breakouts by six individual colleges on exemplary practices
2:30-3:45	Repeat of breakouts
4:00	Collection of evaluations and departure

Second Day

9:00-12:00	Local college teams meet with their facilitator to go over written analysis of documentation and to develop an action plan.

The college team consists of those with major responsibilities for reviewing and approving curriculum. Guidelines for attendees are listed below.

First Day (typically 20 total attendees)
- Faculty Curriculum Committee Chair/Co-chair
- Chief Instructional Officer
- Chief Student Services Officer
- Selected Instructional Deans
- Articulation Officer
- Library Faculty Member
- Dean of Counseling
- Student member(s) of the Curriculum Committee
- Other members of the Curriculum Committee as designated by the college

Second Day
- Faculty Curriculum Committee Chair/Co-chair
- Chief Instructional Officer
- Four other members designated by the college

Scheduling

Regional colloquia are scheduled so that each college has the opportunity to participate once each three years. The number of colleges in each region is held at 6 to 8 to allow for close interaction of participants while keeping the total number of colloquia each year to a manageable number of 5. The colleges in each of the 15 regions are listed on the next page. Scheduling will follow this pattern:

Year 1:	Groups 1, 4, 7, 10, 13	(1997-98)
Year 2:	Groups 2, 5, 8, 11, 14	(1998-99)
Year 3:	Groups 3, 6, 9, 12, 15	(1999-2000)

An annual timeline is detailed below. Samples of correspondence appear in the Appendix.

June	coordinator, senior facilitators, and Chancellor's Office staff are finalized dates for the coming year's colloquia are set dates and locations for facilitator training are set all colleges in affected regions receive first notice first notice includes request for a host college in each region colleges in neighboring regions receive request for facilitator nominations
July	October colloquium colleges reminded that documentation is due 8/1
August	training session for senior facilitators is held college facilitators are appointed by Academic Senate and CIO Board training sessions for college facilitators are held (1 north, 1 south) host colleges for all colloquia are identified; 2nd notices to all colleges documentation for October colloquium analyzed and distributed by 9/1 November colloquium colleges reminded that documentation is due 9/1
September	documentation for November colloquium analyzed and distributed by 10/1
October	1st colloquium is held
November	2nd colloquium is held October colloquium colleges are sent notice of continued delegation February colloquium colleges reminded that documentation is due 12/1
December	November colloquium colleges are sent notice of continued delegation documentation for February colloquium analyzed and distributed by 1/1 March colloquium colleges reminded that documentation is due 1/1
January	documentation for March colloquium analyzed and distributed by 2/1
February	3rd colloquium is held May colloquium colleges reminded that documentation is due 3/1

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March	4th colloquium is held February colloquium colleges are sent notice of continued delegation documentation for May colloquium analyzed and distributed by 4/1
April	March colloquium colleges are sent notice of continued delegation
May	5th colloquium is held
June	May colloquium colleges are sent notice of continued delegation

Regions for Regional Curriculum Colloquia

1 - Far North (6)
- Feather River
- Lake Tahoe
- Lassen
- Redwoods
- Shasta
- Siskiyous

2 - North Valley (6)
- American River
- Butte
- Cosumnes River
- Sacramento City
- Sierra
- Yuba

3 - North Bay (7)
- Contra Costa
- Diablo Valley
- Marin
- Mendocino
- Napa
- Santa Rosa
- Solano

4 - East Bay (8)
- Alameda
- Chabot
- Laney
- Las Positas
- Los Medanos
- Merritt
- Ohlone
- Vista

5 - Peninsula (6)
- Canada
- De Anza
- Foothill
- San Francisco City
- San Mateo
- Skyline

6 - South Bay & Coast (8)
- Cabrillo
- Evergreen
- Gavilan
- Hartnell
- Mission
- Monterey Peninsula
- San Jose City
- West Valley

7 - Central Valley (6)
- Columbia
- Fresno City
- Kings River
- Merced
- Modesto
- San Joaquin Delta

8 - South Valley (6)
- Bakersfield
- Cerro Coso
- Porterville
- Sequoias
- Taft
- West Hills

9 - Central Coast (8)
- Allan Hancock
- Antelope Valley
- Canyons
- Cuesta
- Moorpark
- Oxnard
- Santa Barbara
- Ventura

10- Inland Empire (7)
- Barstow
- Chaffey
- Crafton Hills
- Mt. San Antonio
- Riverside
- San Bernardino Valley
- Victor Valley

11- L.A. Valleys (8)
- Citrus
- Glendale
- LA East
- LA Mission
- LA Pierce
- LA Valley
- Pasadena
- Rio Hondo

12- Greater L.A. (8)
- Compton
- El Camino
- LA City
- LA Harbor
- LA Southwest
- LA Trade Tech
- Santa Monica
- West LA

13- South Coast (8)
- Cerritos
- Coastline
- Cypress
- Fullerton
- Golden West
- Irvine Valley
- Long Beach
- Orange Coast

14- Midsouth (6)
- Desert
- Imperial Valley
- Mira Costa
- Mt. San Jacinto
- Palomar
- Palo Verde

15- South (8)
- Cuyamaca
- Grossmont
- Rancho Santiago
- Saddleback
- San Diego City
- San Diego Mesa
- San Diego Miramar
- Southwestern

Staffing and Training

The staff for the regional colloquia consists of an overall coordinator working directly with a group of five senior facilitators and a staff member assigned by the Chancellor's Office. Field staff include a site coordinator from each host college and college facilitators from neighboring regions.

Coordinator
- coordinates schedule
- assigns facilitators
- corresponds with staff and colleges
- maintains budget
- attends all colloquia as facilitator
- receives and distributes submitted delegation documents
- receives and distributes action plans
- trains senior facilitators
- trains college facilitators
- selected by the Academic Senate
- receives reassigned time equivalent to 50% load

Senior Facilitator (5 in total, 1 for each colloquia)
- typically CIO liaison to or member of the Academic Senate Curriculum Committee
- attends senior facilitator training
- assists in training college facilitators
- attends and facilitates one regional colloquia
- analyzes delegation documentation from one college in that region
- provides follow-up with that college as needed

Chancellor's Office Staff Person
- assists in senior facilitator training
- attends all five colloquia as facilitator
- analyzes delegation documentation from one college in each colloquium region
- receives final action plans and sends out letters for continuing delegation
- assists with follow-up as needed

College Facilitator (3 to 5 for each colloquia)
- faculty and CIOs from neighboring regions, chosen by respective AS & CIO boards
- attends college facilitator training
- attends and facilitates 1 regional colloquium
- analyzes delegation documentation from 1 college in that region
- provides follow-up with that college as needed

Budget

Reassigned Time for Coordinator $10,500

Calculated at a part-time instruction rate of $40/hour, and allowing for 50% load (7.5 units per semester based on 15 units as a full semester load):

262.5 hours x $40 per hour = $10,500

Administrative Support $2000

This includes two or three days as start up time, one day of continuing work and two days of follow up activities. This support can be provided by temporary employees or student workers. Time is assumed to be five 8 hour days for a total of 40 hours at an average of $10 per hour.

40 hours x 5 colloquia = 200 hours x $10 per hour = $2000

Travel Expenses

Senior Facilitator Training (Coordinator + CO Staff & 5 Seniors) $505

$100 air fare x 3 participants = $300
150 miles x $0.30 per mile x 3 participants = $135
Lunch for 7 x $10 = $70
No compensation for facility; held at a host college
No compensation for Chancellor's Office Staff travel

College Facilitator Training North (10 + Coord, CO Staff & 3 Seniors) $440

$100 air fare x 2 trainers = $200
150 miles x $0.30 per mile x 2 trainers = $90
Lunch for 15 x $10 = $150
No compensation for facility or mileage for facilitators or CO Staff

College Facilitator Training South (10 + Coord, CO Staff & 3 Seniors) $440

$100 air fare x 2 trainers = $200
150 miles x $0.30 per mile x 2 trainers = $90
Lunch for 15 x $10 = $150
No compensation for facility or mileage for facilitators or CO Staff

Colloquia (Coord, 1 Senior, 1 CO Staff, 4 College Facilitators) $8750

2 nights lodging for 7 x $100 = $1400
2 dinners for 7 x $15 = $210
2 breakfasts for 7 x $5 = $70
1 lunch for 7 X $10 = $70
No compensation for facility, mileage, or lunch (paid for by participants)
Subtotal $1750 x 5 colloquia = $8750

Materials and Supplies $1250

Paper, printing, duplicating: $100 x 5 colloquia = $500
Postage and overnight mailing: $75 x 5 colloquia = $375
Materials for presentations: $75 x 5 = $375

Incidentals $1115

Total $25,000

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Documenting the Three Standards of Delegation

The Delegation Checklist outlines the areas in which documentation should be made available by participants in Regional Colloquia. This section is designed to cover good practices in maintaining that documentation.

The Knowledge Standard

It is good practice for the college to produce a Resource Manual containing pertinent material to assist in curriculum design, review, and approval. A suggested list of state level resources is included in Appendix 4. The college should also include such local material as board policies and administrative procedures related to curriculum. The Resource Manual should be available in all division offices, in the office of the CIO, and to all members of the curriculum committee.

The college should have a regular program of curriculum training. This training should be directed at the faculty in general, perhaps using flex day activities, and to members of the curriculum committee, perhaps with an initial all day workshop at the beginning of each year. Additional training, usually in the form of an orientation, should be provided to new curriculum committee members. Faculty new to the college, both full- and part-time, should also receive an orientation to curriculum standards and processes. Training sessions should be thorough in covering all pertinent standards: Title 5, CSU GE-Breadth, IGETC, Accreditation, and the *Curriculum Standards Handbook* as well as local curriculum review and approval processes. The college should maintain documentation as to the dates of training activities, names and titles of attendees and facilitators, and topics covered. It is a good idea to keep copies of flyers or agendas to document training sessions.

The Procedures Standard

It is good practice for each institution to develop a College Curriculum Handbook. Typically, the handbook would contain the following information:

- Board policies and administrative procedures related to curriculum
- the college-approved charge to the curriculum committee
- a current list of members including appropriate selection processes and terms of office
- an organizational chart of the college showing arrangement of all disciplines
- an outline of the curriculum review process including the names and titles of all who play a role in that process
- a timeline for the approval process including deadlines for submission of new and revised course and program proposals, along with adequate time for review of proposals by faculty in disciplines affected by the proposal and by faculty at other colleges in the district
- definition of significant terms such as 'degree-applicable credit course,' advisory on recommended preparation,' 'transferability' and 'articulation.'
- locally applied standards, particularly those for critical thinking, problem solving, and college level courses
- guidelines for distinguishing among degree-applicable credit courses, nondegree-applicable credit courses, and noncredit courses

- the format used by the college for the Course Outline of Record including guidance on appropriate content for each section and typical course outlines arranged in a user-friendly 'how-to' format
- guidelines for the production of a course syllabus and the distinction between a course outline and a syllabus
- forms for handling all curriculum submissions: new courses, revised courses, new programs, revisions to programs, revisions to the general education pattern, prerequisite justification, library resource availability, and distance education proposals
- guidelines for technical review of proposals before full review by the committee
- program review processes and the role of the curriculum committee in those reviews

Each of these items in the College Curriculum Handbook should comply with appropriate Title 5 standards and the *Curriculum Standards Handbook*.

§51022 Instructional Programs
Requires districts to establish policies for the creation, modification, and discontinuance of courses and programs and for articulation with four-year colleges and high schools.

§55000 Definitions
Defines course, educational program, and class.

§55002 Standards and Criteria for Courses and Classes
Covers structure and function of the curriculum committee and standards for credit and noncredit courses and not-for-credit (community service) classes.

§55100 Course Approval
Allows local boards to approve courses which are part of programs and requires stand-alone courses to be state approved (now delegated to local boards). Requires courses to be classified as degree-applicable, nondegree-applicable, or noncredit.

§55130-70 Approval of Credit Programs, Noncredit Courses and Programs, Community Service Classes, and Contract Classes
- These sections outline the requirements for the stated approvals.

§55200-2 Prerequisites, Corequisites, and Recommended Preparation
These sections establish the requirements for implementing prerequisites, corequisites, and advisories on recommended preparation.

§55805 Philosophy and Criteria for Associate Degree and General Education
Requires boards to adopt a policy stating its general education philosophy and to establish criteria to evaluate courses to this standard. This section also states the objectives an associate degree is to achieve.

§55805.5 Types of Courses Appropriate to the Associate Degree
Establishes categories into which degree-applicable courses must fall: 1) UC/CSU transferrable, 2) major courses in occupational fields, 3) English courses not more that one level below the first transfer level (English 1A), 4) Math courses at or above elementary algebra, and 5) math and English courses in other departments taught at the level of 3) or 4).

§55300-380 Independent Study; Distance Education
States the standards for independent study and distance education courses including the role of the curriculum committee.

§55806 Minimum Requirements for the Associate Degree
States degree requirements as competence in reading, writing and math;

completion of 60 semester/90 quarter units (12 semester/18 quarter units must be in residence); fulfillment of requirements for a major of at least 18 semester/27 quarter units (as listed in the catalog and within a given TOP code); and completion of 18 semester/27 quarter units of GE.
Also states GE requirements as a minimum of 3 semester/4 quarter units in A, B, C, D1, and D2 areas: A: natural sciences, B: social and behavioral sciences, C: humanities, D1: English composition, D2: communication and analytical thinking.

§58161 Repeatability
Requires that repeatability be stated in the catalog with the student gaining additional education each time, justified either by 1) enhanced skills through repetition or 2) individual study or group assignments. The district must monitor repetitions and limit them to 3 repetitions, that is, 4 altogether (5 quarter repetitions, 6 altogether). Approval authority for repetition has been delegated to local districts.

Handbook, Chapter 3: Five Approval Criteria for Courses and Programs
Specifies the five criteria to be used in approving courses and programs: appropriateness to mission, need, quality, feasibility, and compliance.

The Curriculum Standard

Outlines of Record must be made available to faculty and students. Documentation would reasonably consist of the physical location of copies of the outlines (typically in division or departmental offices) and how faculty and students are notified of the availability of those outlines (typically in both the Faculty Handbook and the Student Handbook).

Outlines of Record must be reviewed periodically, typically on the six-year accreditation cycle. Documentation usually consists of the college's program review process. This review must also include prerequisites.

The college must also demonstrate a pattern of successful external reviews of its curriculum. This may be documented through the results of the most recent new program applications to the Chancellor's Office, IGETC and CSU GE-Breadth annual submission evaluations, and accreditation site visit reports.

Moreover, the college must demonstrate that its courses and programs meet the five standards promulgated in the *Curriculum Standards Handbook*: appropriateness to mission, need, quality, feasibility, and compliance. To that end, colleges should maintain current course outlines of record and program listings in the catalog.

The Action Plan and Approval Status

As a result of technical assistance, colleges will receive a written analysis of the documentation provided above. These analyses will be performed by trained facilitators, either faculty, instructional administrators, or Chancellor's Office staff, recognized by their peers as outstanding experts in curriculum design and process. These facilitators will apply the standards of quality curriculum, as formulated in regulations, intersegmental guidelines, accreditation standards and the *Handbook*, to the curriculum material submitted by the college. The analysis will not only suggest areas of improvement but will also identify exemplary practices to be shared by campus representatives during the Friday afternoon

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breakouts at the regional colloquium. Each college team in that region will have an opportunity to see the materials of their neighboring colleges, along with the facilitator's written analysis, and hear presentations on the exemplary practices developed by their neighbors.

Through this extensive exchange of ideas, the college team should develop a sense of the directions to take in assuring the continuous quality improvement of its curriculum. In the Saturday morning portion of the colloquium the facilitator will go over the written analysis, making corrections and changes as appropriate to assure that an accurate picture of the college curriculum is portrayed. Then the college team will formulate an action plan, with specific objectives, to advance the improvement of the curriculum content and process. This action plan will have the full consensus of all present.

In its final form, the action plan, with attached documentation and the revised written analysis, will be submitted to the Chancellor's Office in fulfillment of the conditions for continued delegation of curriculum approval authority. In the subsequent colloquium, three years hence, the action plan will serve as a benchmark to recognize the progress that the college has made in the intervening years.

Appendices

Appendix 1 - Education Code Sections 70901 and 70902

70901. (a) The Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state. The work of the board of governors shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local authority and control in the administration of the California Community Colleges.

(b) Subject to, and in furtherance of, subdivision (a), and in consultation with community college districts and other interested parties as specified in subdivision (e), the board of governors shall provide general supervision over community college districts, and shall, in furtherance thereof, perform the following functions:

(1) Establish minimum standards as required by law, including, but not limited to, the following:

(A) Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies.

(B) Minimum standards for the employment of academic and administrative staff in community colleges.

(C) Minimum standards for the formation of community colleges and districts.

(D) Minimum standards for credit and noncredit classes.

(E) Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(2) Evaluate and issue annual reports on the fiscal and educational effectiveness of community college districts according to outcome measures cooperatively developed with those districts, and provide assistance when districts encounter severe management difficulties.

(3) Conduct necessary systemwide research on community colleges and provide appropriate information services, including, but not limited to, definitions for the purpose of uniform reporting, collection, compilation, and analysis of data for effective planning and coordination, and dissemination of information.

(4) Provide representation, advocacy, and accountability for the California Community Colleges before state and national legislative and executive agencies.

(5) Administer state support programs, both operational and capital outlay, and those federally supported programs for which the board of governors has responsibility pursuant to state or federal law. In so doing, the board of governors shall do the following:

(A) Annually prepare and adopt a proposed budget for the California Community Colleges. The proposed budget shall, at a minimum, identify the total revenue needs for serving educational needs within the mission, the amount to be expended for the state general apportionment, the amounts requested for various categorical programs established by law, the amounts requested for new programs and budget improvements, and the amount requested for systemwide administration. The proposed budget for the California Community Colleges shall be submitted to the Department of Finance in accordance with established timelines for development of the annual Budget Bill.

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(B) To the extent authorized by law, establish the method for determining and allocating the state general apportionment.

(C) Establish space and utilization standards for facility planning in order to determine eligibility for state funds for construction purposes.

(6) Establish minimum conditions entitling districts to receive state aid for support of community colleges. In so doing, the board of governors shall establish and carry out a periodic review of each community college district to determine whether it has met the minimum conditions prescribed by the board of governors.

(7) Coordinate and encourage interdistrict, regional, and statewide development of community college programs, facilities, and services.

(8) Facilitate articulation with other segments of higher education with secondary education.

(9) Review and approve comprehensive plans for each community college district. The plans shall be submitted to the board of governors by the governing board of each community college district.

(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors.

(11) Exercise general supervision over the formation of new community college districts and the reorganization of existing community college districts, including the approval or disapproval of plans therefor.

(12) Notwithstanding any other provision of law, be solely responsible for establishing, maintaining, revising, and updating, as necessary, the uniform budgeting and accounting structures and procedures for the California Community Colleges.

(13) Establish policies regarding interdistrict attendance of students.

(14) Advise and assist governing boards of community college districts on the implementation and interpretation of state and federal laws affecting community colleges.

(15) Carry out other functions as expressly provided by law.

(c) Subject to, and in furtherance of, subdivision (a), the board of governors shall have full authority to adopt rules and regulations necessary and proper to execute the functions specified in this section as well as other functions that the board of governors is expressly authorized by statute to regulate.

(d) Wherever in this section or any other statute a power is vested in the board of governors, the board of governors, by a majority vote, may adopt a rule delegating that power to the chancellor, or any officer, employee, or committee of the California Community Colleges, or community college district, as the board of governors may designate. However, the board of governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of delegation.

(e) In performing the functions specified in this section, the board of governors shall establish and carry out a process for consultation with institutional representatives of community college districts so as to ensure their participation in the development and review of policy proposals. The consultation process shall also afford community college organizations, as well as interested individuals and parties, an opportunity to review and comment on proposed policy before it is adopted by the board of governors.

70902. (a) Every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board." The governing board of each community college district shall establish, maintain, operate, and govern one or more

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community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established. The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.

(b) In furtherance of the provisions of subdivision (a), the governing board of each community college district shall do all of the following:

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

(2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors.

(3) Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.

(4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures and request that those elections be called.

(6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.

(7) Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(8) Establish rules and regulations governing student conduct.

(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.

(10) In its discretion, receive and administer gifts, grants, and scholarships.

(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.

(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.

(13) Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the powers or functions of the district.

(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.

(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.

(d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate; provided, however, that the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

(as of 12/96)

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Appendix 2 - Title 5 Sections 51021, 51022, and 55100

Title 5 §51021 Curriculum
Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community college. All courses shall be approved by the Chancellor in the manner provided in Chapter 1 (commencing with Section 55000) of Division 6 of this part.

Title 5 §51022 Instructional Program
(a) The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in Section 78016 of the Education Code.
(b) The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor and carry out its policies and procedures to provide that its courses and programs are articulated with proximate four-year colleges and high schools.

Title 5 §55100 Course Approval
(a) Except as provided in subsection (b) and Section 55160 [exempting community service classes], each course to be offered by a community college shall be approved by the Chancellor before the course is offered by the colleges. The course shall be submitted to the Chancellor on forms provided by the Chancellor's Office.
(b) If an educational program has been approved by the Chancellor, the governing board of a district shall establish policies for, and may approve individual courses which are offered as part of an approved program. Such courses need not be approved by the Chancellor, but shall be reported in the manner provided in subsection(c).
(c) For each course approved by a district, whether or not Chancellor's Office approval is required, the district shall designate the appropriate classification of the course or activity in accordance with Section 5500l [defining categories of instruction to be reported].

(as of 12/96)

Appendix 3 - Curriculum Standards Handbook Chapter 2 & Appendix B

Chapter 2. Course Approval Authorities Delegated to Qualifying Colleges

The Board of Governors delegates its oversight responsibility for the community college curriculum and instruction to the Chancellor's Office. The Chancellor's Office, in turn, delegates specified parts of its authority to local districts on a conditional basis. The precise scope of these local authorizations, the conditions of their delegation, and the procedures for maintaining them are described in this section.

2.1 Chancellor's Office Approval Authorities for Curriculum

The California Education Code requires the Board of Governors to:

> **(1) Establish minimum standards as required by law...[for] credit and noncredit classes...**
> **(8) Facilitate articulation with other segments of higher education with secondary education...**
> **(10) Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors. [Ed.C. §70901(b)]**

It permits the Board of Governors to:

> **(c) ...[A]dopt rules and regulations necessary and proper to execute the functions specified in this section...[Ed.C. §70901(c)]**

And it also permits the Board of Governors to delegate these oversight functions:

Ed.C. §70901(d)

> **Wherever in this section or any other statute a power is vested in the board of governors, the board of governors, by a majority vote, may adopt a rule delegating that power to the chancellor, or any officer, employee, or committee of the California Community Colleges, or community college district, as the board of governors may designate. However, the board of governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of delegation.**

The Board of Governors has delegated the following powers to the Chancellor's Office:

1. District Comprehensive Plans: Ed.C. §70901(b)(9); Title 5 §51008
2. Approval of New Programs: Ed.C. §70901(b)(10); Title 5 §55130 *(See 1.5.)*
3. New Degree and Non-degree Credit Courses Not Part of Approved Programs: Ed.C. §70901(b)(1)(B) and (10); CCR T.5 §55100(a), (See 1.4.)
4. New Noncredit Courses: Ed.C. §70901(b)(10); CCR T.5 §55002(c) and §55150 *(To be addressed in Section 6, anticipated for publication in 1995-96.)*
5. Repeatability for Specified Courses: CCR T.5 §58161(c) (See 4.8.)

2.2 Approval Authorities Delegated to Local Colleges

In turn, in order to support local commitment to curriculum quality and the professional autonomy of faculty, the Chancellor's Office delegates to colleges that meet specified conditions, the following authority to act without separate Chancellor's Office approval:

- Approve new *credit* courses not part of approved programs. Under this authority, new and existing courses may be assigned a TOP code without regard to whether the college has approval for that TOP code.

- Determine that a given course meets the conditions of repeatability in accordance with provisions of CCR T.5 §58161(c).

- Enter into conjoint programs between specified colleges within a district that allow one college in the district to offer introductory and intermediate courses to be counted toward a degree or certificate approved by the Chancellor's Office for a different college.

In addition, colleges continue to have the authority to:

- Approve graduation requirements that apply to all students seeking the associate degree, including general education requirements as outlined in T.5 55806.

- Recommend patterns of courses to students for transfer or to meet other student goals and publish them in the catalog as recommendations for the convenience of students and counselors.

- Modify existing programs as needed to increase effectiveness or maintain currency in relation to the original program goals and objectives. (See 5.)

2.3 Approval Authorities *Not* Delegated to Local Colleges

The establishment of *new programs* is **not** delegated to the colleges. Chancellor's Office approval, i.e., inclusion in the Chancellor's Office Inventory of Approved Programs, is still required before a college can take any of the following actions:

- Offer either new degree programs or certificate programs requiring 18 or more semester units in specified courses.

- Advertise such programs in catalogs, class schedules, promotional materials, etc.

The approval of new *noncredit courses* is also **not** delegated to the colleges.

2.4 Standards and Conditions for Delegated Approval

Colleges must demonstrate, by their documented actions and practices, that all credit courses locally approved under this delegation of state powers meet the relevant state standards as categorized below.

2.4.1 Knowledge

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The first standard ~~condition~~ is that faculty and staff charged with curriculum review, will know state standards and requirements for curriculum review and approval, including in particular the information in this Handbook and addenda, as well as general standards of good practice in curriculum and instructional design.

2.4.2 Procedures

The second standard ~~condition~~ is that the procedures employed both by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards can be responsibly applied. Relevant indicators that this condition is met include:

a) Reviewers follow a process that is systematic and well-publicized and that includes both those with disciplinary expertise in the subject matter at issue and those outside the discipline who are affected by the course.

b) Handbooks, checklists, and model outlines, or other aids, used in the review process, correctly address this Handbook's standards.

c) Faculty are accorded the scope of responsibilities mandated in law.

d) Reviewers are provided information on the particular courses or programs that is substantive, complete, specific and timely enough to enable them to apply these standards independently and appropriately.

2.4.3 Curriculum

The third standard ~~condition~~ is that continuing delegation requires that colleges be able to assure that they produce approvable Course Outlines of Record that are in compliance with the standards specified in Sections 3 and 5 of Volume I of this Handbook; and would typically be acceptable as meeting the requirements of transfer receiving institutions.

To assure that these standards are met, colleges must meet the following three conditions to maintain delegated curriculum approval authority.

- Documentation that the conditions for delegation are being met must be maintained by a college. A Delegation Checklist detailing the documentation requirements is in Appendix D. This checklist is to be submitted to the Chancellor ~~annually~~ according to a schedule that will be published regularly ~~during 1995~~.

- Colleges must participate in a technical assistance program at least once every three years. That program will be either the Regional Curriculum Colloquia described in Section 2.6 of this Handbook or direct technical assistance provided by the Chancellor's Office at college expense.

- As an outcome of technical assistance, colleges will develop and submit to the Chancellor's Office an action plan to assure that the knowledge, procedures, and curriculum standards are maintained. Analysis of the progress made on this action plan will be part of the subsequent technical assistance.

2.5 Restrictions on Delegated Approval Authority

The authorization described in Section 2.2 must be periodically renewed by the Chancellor's Office based upon the college's continuing fulfillment of the three conditions of delegation. Renewal will ~~may~~ be based upon 1) documentation specified in the Delegation Checklist and submitted upon request, 2) participation by the college in technical assistance, either through Regional Curriculum Colloquia or directly by the Chancellor's Office at college expense, and 3) submission of an action plan designed to continue to improve the college's maintenance of the three standards of delegation. ~~and/or by periodic reviews of the actual practices of colleges to determine whether these conditions are being fulfilled. Details for obtaining such renewal will be published as part of Section 7 on curriculum reporting. Except as specified below, existing delegation continues in force until such procedures have been published.~~

At the discretion of the Chancellor's Office--and in consultation with affected districts--the delegation of any or all of the above powers may be retracted, for individual colleges, or for the system as a whole, notwithstanding the fact that the conditions specified herein have been and are currently being fulfilled by the affected colleges.

Where policy or other issues arise with particular types of courses, the Chancellor's Office may assist the system in addressing these issues by designating these types of courses as requiring a higher level of scrutiny for some duration of time, pursuant to Ed.C. §78200.5. Such designation may be made as part of the annual report on Curriculum Quality to the Board of Governors, or as otherwise needed.

In such a case, one or more of the following actions, or some similar actions will be taken, after due consultation with those affected:

- Development, with the assistance of knowledgeable faculty, of the resource materials and sample Outlines of Record for the curriculum area at issue.
- Development of advisories or addenda to the Curriculum Standards Handbook, Chancellor's Office Procedures, and/or Board policies specific to the area, as appropriate.
- Submission by all colleges, or by those involved in the colloquia in any given year, of all or a sample of the Outlines of Record for such courses to be reviewed by the Chancellor's Office, usually with the assistance of discipline faculty.
- Exemption from the delegation of stand-alone credit course approval of courses in that curriculum area and submission of all new stand-alone courses in that area to the Chancellors Office for approval until the matter is resolved.

In the last case, definitions of the kinds of courses on the list, explanations of their inclusion, and forms and procedures for seeking state approval for that type of course will be made available to colleges by the beginning of the next semester following the announcement of the restriction. Restrictions upon particular courses in that area would not go into effect until the second semester following the announcement.

2.6 Regional Colloquia

To assist colleges in maintaining delegation of approval authority, Regional Colloquia will be convened on a three year cycle, beginning with the first 1997-98 ~~1995-96~~ term. At that time, colleges will have the opportunity to share their supporting documentation, as specified in the Delegation Checklist, including such items as local Handbooks and training materials and sample course Outlines of Record, where appropriate. This supporting documentation will be reviewed by trained facilitators who will also assist the colleges in developing an action plan for continuous improvement of curriculum quality. ~~As currently envisioned, a college will have opportunity to participate in a colloquia for one day's duration once in every three years.~~

Each year the colloquia will be planned in consultation with the approximately thirty colleges that will be participating in that year, to cover:

- Updates on changes to law and state procedures
- Sharing of procedures and conceptions of good practice
- Sharing and discussion of Outlines of Record that are exemplary, typical, or problematic
- Issues of regional or system wide concern
- Suggestions for improving system wide procedures, revisions to the Handbook, etc.

Primary leadership for the colloquium process will be provided by the Academic Senate, assisted by representatives of the Chief Instructional Officers board, ~~coordinated by a standing Advisory Committee to the Chancellor's Office on Curriculum and Instruction,~~ working with the colleges that will be participating in the colloquia in that year. Colloquia participants may suggest other assistance that can be provided to help colleges maintain intersegmental acceptance of their courses, fulfill the three conditions of delegation, and otherwise meet the curriculum standards in this Handbook.

2.7 Audits of College Curricular Practices

Contracted district audits and audits conducted by the state Department of Finance may employ audit tests of district compliance with the curricular statutes and regulations cited in this Handbook. Colleges who have delegated authority to locally approve their own courses will not be asked to provide evidence of state approval of their stand-alone courses but may be subject to audit tests of their fulfillment of the conditions of delegation based upon the documentation they maintain regarding that fulfillment.

When evidence occurs that a college is not meeting the conditions for continuing delegation, the Chancellor's Office will provide assistance to help rectify this situation so that the college might continue to receive delegated authority. However, if the conditions for delegation continue unmet, the Chancellor's Office will withdraw the delegation until such time as the college is once again able to demonstrate that it is meeting these conditions.

DELEGATION CHECKLIST

This Form should be completed by college personnel and submitted to the Chancellor's Office annually according to a schedule to be published during 1995.

College Name:	**DATE:**
Name of Chief Instructional Officer	**Name of Academic Senate President:**
Signature of Chief Instruction Officer	***Signature of Academic Senate President***

First Standard	KNOWLEDGE on the part of all faculty and staff charged with curriculum review, of state standards and requirements for curriculum review and approval, and of the information in this Handbook, addenda, and related materials on curriculum design and instructional methods.
❑	***Availability of Materials*** This Handbook and/or locally developed handbooks or other materials are readily available to all those responsible for reviewing and recommending or approving curriculum. Local materials incorporate complete and correct explanations of the state standards as covered in the current version of the Curriculum Standards Handbook and addenda.
❑	***Reviewer Training*** As indicated in records maintained by the college, the training afforded the reviewers at a minimum includes current state standards, intersegmental expectations, and standards of good practice covered in the current version of the Curriculum Standards Handbook.
❑	***Updates & New Reviewer Orientation*** Maintained records also indicate that reviewers are regularly updated and new reviewers are provided with appropriate materials and training.
Second Standard	PROCEDURES employed by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards will be applied with consistency and rigor to different cases, based upon umput from all appropriate parties.
❑	***Identification of Reviewer Roles*** The roles and functions of all who review and recommend curriculum, including both curriculum committee members and those who are part of the process, even when not on the curriculum committee, are identified in the college handbook and are trained on this material wherever it falls within their responsibilities.
❑	***Course Review Materials*** Handbooks, checklists, sample outlines, and other aids used in the approval of courses correctly embody the five criteria for Chancellor's Office approval defined in Volume I and in: ♦ CCR §51022 Instructional Programs ♦ CCR §55002 Standards and Criteria for Courses and Classes ♦ CCR §55805.5 Types of Courses Appropriate to the Associate Degree ♦ CCR §55182 On the Reinstatement of Deleted Courses
❑	***Locally Developed Course Standards*** The materials provide the definitions mandated in CCR §55002 to local curriculum committees. They explicitly define and/or operationalize 'critical thinking' and 'college level'. Insofar as possible, they also explain when a degree credit course is sufficiently independent of reading or calculation skills as not to be covered by the requirement for essays or basic skills prerequisites (per CCR 55002)

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DELEGATION CHECKLIST
(Continued)

Second Standard	**PROCEDURES employed both by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards will be applied with consistency and rigor to different cases. (CONTINUED)**
❑	***Formats and Instructions*** Formats used for presenting course Outlines of Record or new programs assure that all components required in law are addressed. Forms require enough detail that the adequacy of each component may be fairly assessed and instructors and students using Outlines of Record may readily understand what is expected of them. Instructions for completion of course outlines and new program applications are complete and accurate.
❑	***Approval Process*** The local handbook or other materials clearly explain the process for new course and program approval including who is to be included, the criteria to be used, what information is to be supplied, the reasons for the required information, and the time frame.
❑	***Cross Discipline Review*** The process provides for input from those with discipline-specific expertise, resource expertise, and those outside the discipline who are affected by the course, such as instructors in courses specified as a prerequisite to the course in question, or who teach in a degree or certificate program serviced by that course, or who are at transfer institutions.
❑	***Time Allowance*** The time frame is sufficient to allow those included in the process to apply the standards responsibly.
❑	***Committee Composition and Charge*** The curriculum committee is constituted according to CCR §55002(a)1, is charged with determining the approvability of courses and otherwise affords faculty the scope of responsibilities mandated in CCR §53200, §53203, and §55002.
Third Standard	**CURRICULUM** ***Course Outlines of Record are in compliance with the criteria and standards specified in Sections 3 and 4 of the Curriculum Standards Handbook.***
❑	***Availability of Outlines of Record*** Outlines of Record on file at the college are current, are routinely distributed to faculty assigned to teach the courses they govern, and are made available to students.
❑	***Frequency of Curriculum Review*** Outlines of Record are reviewed frequently and thoroughly enough to assure rigor, effectiveness, and currency in the curriculum and continuing conformity with the standards defined in this Handbook and its updates. Prerequisites are reviewed at least every six years.
❑	***Outlines of Record in New Program Applications*** Outlines of Record included in applications for the approval of new programs, when submitted to the Chancellor's Office for approval, are judged to be an acceptable part of the application, relative to the general standards for courses explained in Sections 3 and 4 of this Handbook.
❑	***Intersegmental Review Results*** General education courses submitted for intersegmental review in connection with the Intersegmental General Education Transfer Core or Executive Order 595 of the California State University system are usually accepted.

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Appendix 4 - Suggested Resource Manual List

1. **Title 5, Section 55002. Standards and Criteria for Courses and Classes.**
   States the requirements for the local curriculum committee. Delineates the four major types of offerings: degree credit, non-degree credit and noncredit courses, and community services classes. Covers standards of approval, course outline of record, and conduct of the course.

2. **Curriculum Standards Handbook, Volume I, 1995.**
   Ed Code, Title 5, and Chancellor's Office legal requirements in the area of curriculum. Source: Each CIO and curriculum chair has one hard copy.

3. **The Curriculum Committee: Role, Structure, Duties, and Good Practices, 1996.**
   A paper prepared by the Academic Senate containing recommended good practices for local curriculum committees. Source: The Academic Senate.

4. **Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs, 1995.**
   Developed jointly by the Academic Senate at the Chancellor's Office Curriculum Advisory Committee this summary of mutual instructor/librarian review of needed instructional materials includes suggested forms for the review of both new courses and programs and is recommended as good practice for curriculum committees. Source: The Academic Senate.

5. **Curriculum Orientation Package I: Degree Credit Standards, 1993.**
   Designed for information and training of local curriculum committees, this packet is hands-on information on the curriculum standards for degree credit courses and was prepared jointly by the Academic Senate and the Chancellor's Office. Source: Curriculum Services & Instructional Resources Unit, Chancellor's Office.

6. **Components of a Model Course Outline of Record, 1995.**
   Prepared by the Academic Senate to review all requirements for course outlines for degree credit courses including a suggested format and content for the course outline to meet those standards. Source: The Academic Senate.

8. **Handbook of California Articulation Policies and Procedures, 1995.**
   This handbook, prepared by the California Intersegmental Articulation Council, contains an overview of the articulation process used by UC, CSU, and Independent Colleges and Universities and gives contact persons at each of these institutions. Source: California Intersegmental Articulation Council (Helena Bennett, CSU Sacramento).

9. **California Articulation Number (CAN) System: Catalog (1996) and Guide (1995).**
   CAN is a cross-reference course numbering system for lower division transferable major courses. It is based on course-to-course articulation between CCCs and CSU and assists students and colleges in identifying comparable (not identical) courses. Participating colleges agree to accept CAN courses in lieu of each other and use them in the same way their own CAN-qualified courses are used. Source: CAN System Office, California State University, 2763 E. Shaw, Suite 103, Fresno, CA 93710; 209/278-6880.

10. **Transfer Centers: Implementing Minimum Program Standards, 1995.**
    This status report on transfer centers was prepared by the Chancellor's Office based on a survey of the field. It presents significant findings for operation of effective transfer centers. Source: Chancellor's Office Student Services Unit.

11. **CSU Executive Order 595, 1993.**
    General education-breadth requirements for students transferring from CCC's to CSU. Replaces EOs 338 and 342 which allowed self-certification. Source: CSU Chancellor's Office.

12. **Curriculum Orientation Package II: Transfer General Education, 1994.**
    This package, prepared by the Academic Senate, contains intersegmental expectations for credit course outlines of record, CSU GE and IGETC documents, local college procedures to comply with CSU GE and IGETC requirements, and sample Course Outlines of Record for CSU GE areas C & E. Source: The Academic Senate.

13. **Matriculation Regulations (last revised November, 1993).**

These regulations contain the sections of Title 5 which cover the establishment and use of prerequisites, corequisites, advisories, and other limitations on enrollment.

14. **Model District Policy for Prerequisites, Corequisites, Advisories, and Other Limitations on Enrollment, 1993.** This set of guidelines is recommended by the Board of Governors to implement the prerequisite regulations. The curriculum committee is intimately involved in establishing these limitations on enrollment. Source: Student Services Unit, Chancellor's Office.

15. **Establishing Prerequisites, 1992.**
The commentary on the Model District Policy was written by the Academic Senate representatives on the committee which wrote that document. Source: The Academic Senate.

16. **Curriculum Orientation Package III: Prerequisites, Corequisites, and Advisories, 1994.**
This package, prepared by the Academic Senate, gives examples of local college policies and procedures to implement Title 5 and the Model District Plan. Source: The Academic Senate.

17. **Establishing Prerequisites and Corequisites: A Guide for Departments, 1995.**
This guide was developed by the Chabot-Las Positas district to meet the local implementation requirements of the prerequisite regulations. Source: Chabot College, Office of Matriculation and Academic Standards.

18. **Title 5, Sections 55300-55380. Regulations and Guidelines on Distance Learning.** Requirements for courses and sections taught in distance learning mode are covered, including the role of the curriculum committee. Source: Curriculum Services & Instructional Resources Unit, Chancellor's Office.

19. **Curriculum Committee Review of Distance Learning Courses & Sections, 1995.**
A review of the 1994 changes to Title 5 and their impact on curriculum committees, including suggested good practices to implement the regulations and guidelines. Source: The Academic Senate.

20. **Distance Learning in California's Community Colleges, 1993.**
This paper by the Academic Senate reviews the social, fiscal, and educational issues surrounding distance learning. Source: The Academic Senate.

21. **California Community Colleges Taxonomy of Programs, 1995.**
TOPs codes are the numeric coding system by which districts categorize degree and certificate programs and courses for both authorization by and reporting to the Chancellor's Office. As such, curriculum committees should recognize that each course and program approved must fall into an assigned TOP code area. Source: Chancellor's Office.

22. **Minimum Qualifications for Faculty and Administrators in California Community Colleges, 1996.**
As of 1990, minimum qualifications replaced credentials for the hiring of new community college faculty. This document quotes relevant Ed Code and Title 5 sections and gives the Disciplines List and accompanying minimum quals. Source: The Academic Senate.

23. **Placement of Courses Within Disciplines, 1994.**
Faculty hired to teach in a discipline, either under the credential or minimum qualifications systems, are allowed to teach any course in that discipline. As such, it becomes important for each college to assign courses to the subject matter areas identified in the Disciplines List. This document, prepared by the Academic Senate, gives a suggested procedure for local academic senates to use in this process, including multiple listing and interdisciplinary listing. As new courses are approved by curriculum committees, recommendations to the senate for discipline assignment are needed. Source: The Academic Senate.

24. **Program Review: Developing a Faculty Driven Process, 1996.**
This Academic Senate paper discusses the salient features of an effective program review process. Source: The Academic Senate.

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Appendix 5 - Typical Correspondence

Initial Notice to Colleges

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Peggy Moore, Vice President of Instruction

From: Rita Cepeda, Vice Chancellor, Curriculum Services and Instructional Resources

Date: June 1, 1997

Subject: Renewal of Delegated Curriculum Approval Authority: Participation in Regional Curriculum Colloquium

---

During the coming academic year, 1997-98, your college will have the opportunity to renew its delegation of curriculum approval authority. As stated in the *Curriculum Standards Handbook*, this delegation covers the following approval authorities:

- Approve new *credit* courses not part of approved programs. Under this authority, new and existing courses may be assigned a TOP code without regard to whether the college has approval for that TOP code.
- Determine that a given course meets the conditions of repeatability in accordance with provisions of CCR T.5 §58161(c).
- Enter into conjoint programs between specified colleges within a district that allow one college in the district to offer introductory and intermediate courses to be counted toward a degree or certificate approved by the Chancellor's Office for a different college.

Colleges must demonstrate, by their documented actions and practices, that all credit courses locally approved under this delegation of state powers meet the relevant state standards, again as stated in the *Handbook*:

- Knowledge
  The first standard is that faculty and staff charged with curriculum review will know state standards and requirements for curriculum review and approval, including in particular the information in this Handbook, as well as general standards of good practice in curriculum and instructional design.
- Procedures
  The second standard is that the procedures employed both by the curriculum committee and in other phases of the local curriculum development and approval process assure that standards can be responsibly applied.
- Curriculum
  The third standard is that continuing delegation requires that colleges be able to assure that they produce approvable Course Outlines of Record that are in compliance with the standards specified in Sections 3 and 5 of Volume I of this Handbook; and would typically be acceptable as meeting the requirements of transfer receiving institutions.

To receive continued delegation, your college must meet three conditions, designed to assist colleges in meeting the above three standards. Again as stated in the *Handbook*:

- Documentation that the conditions for delegation are being met must be maintained by a college. A Delegation Checklist detailing the documentation requirements is in Appendix D. This checklist is to be submitted to the Chancellor according to a schedule that will be published during 1995.
- Colleges must participate in a technical assistance program at least once every three years. That program will be either the Regional Curriculum Colloquia described in Section 2.6 of this Handbook or direct technical assistance provided by the Chancellor's Office at college expense.
- As an outcome of technical assistance, colleges will develop and submit to the Chancellor's Office an action plan to assure that the knowledge, procedures, and curriculum standards are maintained. Analysis of the

progress made on this action plan will be part of the subsequent technical assistance.

Attached for your information are the Delegation Checklist, the schedule of regional colloquia, and the structure of a typical regional colloquium. Your colloquium is tentatively scheduled for October 1997. As you can see from the attachments, you will be asked to identify approximately 20 participants. The other colleges in your region also to be in attendance are:

Feather River College
Lake Tahoe Community College
Lassen College
College of the Redwoods
Shasta College

The colloquium will take place at one of the colleges in your region, and we would appreciate your considering the possibility of hosting the colloquium at College of the Siskiyous. The colloquium will be on a Friday and Saturday in October of this year on dates convenient to your college and the availability of its facilities. The facility needs will consist of a meeting room to accommodate approximately 150 participants for a brief orientation from 8:30 to 8:45 a.m. on Friday. The group will then disperse to breakouts from 9:00 to 11:45 a.m. to be held in six nearby room accommodating approximately 30 participants. The group will then reassemble for lunch at noon in a facility which will serve the entire group of 150. Participants will be contributing $10 each towards the costs you will incur in preparing and serving the lunch. It would be appreciated if this fee could be stretched to cover coffee and juice in the morning, with a set up from about 8:00 to 11:00 a.m. near the meeting areas. The afternoon will again consist of breakouts in the same six locations from 1:00 to 4:00 p.m. Saturday's needs are much more modest. Six groups of approximately eight individuals will be meeting in a conference setting from 9:00 a.m. until noon. The breakout rooms on Friday will benefit from having an overhead projector and screen available. Any special needs for equipment would be handled by individual presenters.

We realize the extensive commitment of college resources that this endeavor will entail and consider the matter of continuous improvement of our curriculum a matter commensurate with the extent of that resource commitment. You will receive a second notice of your colloquium which will contain the exact dates, times and location as well as a formal request for the documentation specified in the Delegation Checklist and the names of the participants you have identified. As noted above, if you do not choose to participate in the regional colloquium, please contact the Chancellor's Office immediately to arrange for direct technical assistance and to receive a statement of expense for this additional service provided to you.

Action Requested

Begin the process of preparing documentation as specified in the Delegation Checklist.
Begin the process of identifying colloquium participants as indicated in the Structure of a Regional Colloquium.
Respond, by July 1, as to the college's availability to host the colloquium in October 1997 on a Friday and Saturday convenient to the college. If the college is available, specify dates and contact person.

Contact: Donna Ferracone, Regional Curriculum Colloquia Coordinator, 909/389-3255
Lynn Miller, Dean, Curriculum Services, Chancellor's Office, 916/322-5625

CC: Martha Romero, Superintendent/President, College of the Siskiyous
Jim Ray, Academic Senate President
Bill Hirt, Curriculum Committee Chair
Donna Ferracone, Regional Curriculum Colloquia Coordinator
Lynn Miller, Dean, Curriculum Services, Chancellor's Office
Academic Senate Curriculum Committee

Attachments: Delegation Checklist
Schedule of Regional Colloquia
Structure of a Regional Colloquium

Request for Volunteer College Facilitators

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Rita Burleigh, Vice President of Instruction

From: Rita Cepeda, Vice Chancellor, Curriculum Services and Instructional Resources

Date: June 1, 1997

Subject: Request for Facilitators for Regional Curriculum Colloquia

As part of its continuing commitment to curriculum quality, the Chancellor's Office holds Regional Curriculum Colloquia to provide technical assistance to colleges. Your college had the opportunity to participate in such a colloquium in November 1995. We are now asking your assistance in nominating faculty and instructional administrators to serve as facilitators for a colloquium to be held in a neighboring region. The colloquium is scheduled for March 1998 and the colleges in attendance will be:

Barstow College
Chaffey College
Crafton Hills College
Mt. San Antonio College
Riverside Community College
San Bernardino Valley College
Victor Valley College

A total of four facilitators will be needed. Several other colleges in your region are also being asked for nominees, so your ability to identify one or two key people will be sufficient. The extent of their commitment will be as follows:

- attend a one day training session on Friday, August 16, 1997 at Chaffey College,
- provide a written analysis of the documentation provided with the Delegation Checklist by one of the above colleges, material to be received by January 1, 1997, and returned by February 1, 1997,
- attend the colloquium in March 1998 (exact date to be determined) beginning with a team meeting on Thursday night and concluding at noon on Saturday,
- present a breakout at the colloquium on a system wide curriculum issue as identified in the August facilitator training,
- assist the college in developing their action plan during the Saturday morning session of the colloquium,
- continuing to provide technical assistance to that college on an as needed basis, and
- expenses to be covered consist of meals at the training session and colloquium as well as lodging on Thursday and Friday at the colloquium

It would be expected that those you nominate are exceptional in their experience and knowledge of curriculum, curriculum standards, and approval processes. Not only will these individuals provide a great service to your neighboring colleges, but also they themselves will find their participation as facilitators at the colloquium to be an enriching and rewarding experience.

Action Requested
Identify one or two nominees from among the faculty and instructional administrators to serve as facilitators at the regional colloquium to be held in March 1998. Please respond by July 1, 1997.

Contact: Donna Ferracone, Regional Curriculum Colloquia Coordinator, 909/389-3255
Lynn Miller, Dean, Curriculum Services, Chancellor's Office, 916/322-5625

CC: Louis Zellers, Superintendent/President, Citrus College
George Carlson, Academic Senate President

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Patricia Barney, Curriculum Committee Chair
Donna Ferracone, Regional Curriculum Colloquia Coordinator
Lynn Miller, Dean, Curriculum Services, Chancellor's Office
Academic Senate Curriculum Committee

Attachments: Schedule of Regional Colloquia
Structure of a Regional Colloquium

Letter of Appointment for College Facilitators

ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES
1107 Ninth Street, 9th floor
Sacramento, CA 95814
(916) 445-4753

To: Lynda Corbin, Professor of English, San Diego Mesa College

From: Janis Perry, President

Date: August 1, 1997

Subject: Appointment as Facilitator for Regional Curriculum Colloquium

---

It is with great appreciation for your willingness to serve that I appoint you as a facilitator for one of the Regional Curriculum Colloquia to be held this year. The training session for college facilitators will be held as follows:

Date: August 16, 1997
Place: Chaffey College, Faculty Senate Conference Room (map and parking permit enclosed)
Time: 10:00 a.m. to 3:00 p.m. (lunch provided)

The colloquium for which you will be a facilitator will be held as follows:

Date: May 7-9, 1997
Place: Orange Coast College (room location to follow)
Time: 6:00 p.m. Thursday to 12:00 noon Saturday

It will be expected that you stay with the facilitator's team at the hotel site near the college on Thursday and Friday nights (details will follow). You will receive reimbursement for your meals and lodging expenses.

You have been assigned to be the facilitator for Mira Costa College. You should expect to receive from Mira Costa College their Delegation Checklist with accompanying documentation. It will be expected that you will review this material and prepare a written analysis. This analysis will be the basis for the college to develop, with your assistance during the Saturday session of the colloquia, an action plan for the continuous improvement of their curriculum and curriculum processes.

Your role in this process will be the subject of the training on August 16th. In preparation for that session you will find it useful to review the enclosed material. If you have any questions in the meantime, contact Donna Ferracone, Regional Colloquia Coordinator, at 909/389-3255

Attachments: Regional Curriculum Colloquia and Delegated Approval Authority
Map and parking permit for facilitator training

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Second Notice of Regional Colloquia

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Serafin Zasueta, Vice President of Academic Affairs

From: Rita Cepeda, Vice Chancellor, Curriculum Services and Instructional Resources

Date: July 1, 1997

Subject: Renewal of Delegated Curriculum Approval Authority: Participation in Regional Curriculum Colloquium

---

In our initial letter of June 1, 1997, you were notified of the impending opportunity for your college to renew its delegation of curriculum approval authorities. The arrangements are now in place for the Regional Curriculum Colloquium through which your college will receive technical assistance as a condition of that delegation. Your colloquium will be held as follows:

Date: May 8-9, 1997
Place: Orange Coast College, Theater Arts 102
Time: Friday, 8:30 a.m. to 4:00 p.m (full college team)
Saturday, 9:00 a.m. to 12:00 noon (core team of six)

Your contact person at Orange Coast is Dan Casey, Administrative Dean for Instructional Services, 714/432-5542. Your college facilitator will be Lynda Corbin, San Diego Mesa College, 619/627-2657.

It is not too soon to begin preparations for the colloquium. As you know from our initial correspondence, you will be expected to prepare the Delegation Checklist with appropriate documentation as well as assemble a team of participants. Attached you will find a copy of the checklist and a guide for identifying participants from your college. Feel free to contact our colloquium coordinator, Donna Ferracone, or Lynn Miller of my staff if you have need of further information.

Action Requested
Continue to prepare documentation in support of the standards of delegated curriculum approval on the attached Delegation Checklist.
Continue to identify participants for the college colloquium team following the attached guidelines.

Contact: Donna Ferracone, Regional Curriculum Colloquia Coordinator, 909/389-3255
Lynn Miller, Dean, Curriculum Services, Chancellor's Office, 916/322-5625

CC: Fred Gaskin, Superintendent/President, College of the Siskiyous
Patricia Pinder, Academic Senate President
Bobbi Villalobos, Curriculum Committee Chair
Donna Ferracone, Regional Curriculum Colloquia Coordinator
Lynn Miller, Dean, Curriculum Services, Chancellor's Office
Academic Senate Curriculum Committee

Attachments: Delegation Checklist
Regional Colloquia Participant List

Regional Colloquia Participant List

College Name: _____

Academic Senate President Sign-Off _____ CIO Sign-Off _____

Position	Name	Title
Faculty Curriculum Committee Chair		
Chief Instructional Officer		
Chief Student Services Officer		
Selected Instructional Deans		
Articulation Officer		
Library Faculty Member		
Dean of Counseling		
Student Curriculum Member(s)		
Other Curriculum Members		

College Exemplary Practice(s) to be Shared in Friday Afternoon Breakouts:

Presenter:

Request for Delegation Checklist, Documentation and Colloquium Participants

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Serafin Zasueta, Vice President of Academic Affairs

From: Rita Cepeda, Vice Chancellor, Curriculum Services and Instructional Resources

Date: July 1, 1997

Subject: Renewal of Delegated Curriculum Approval Authority: Participation in Regional Curriculum Colloquium

---

In our last letter of July 1, 1997, you were notified of the arrangements for your college to participate in the Regional Curriculum Colloquium which will be held as follows:

Date: May 8-9, 1997
Place: Orange Coast College, Theater Arts 102
Time: Friday, 8:30 a.m. to 4:00 p.m. (full college team)
Saturday, 9:00 a.m. to 12:00 noon (core team of six)

If you have questions on the facility or arrangements at the college, please contact Dan Casey, Administrative Dean for Instructional Services at Orange Coast, 714/432-5542.

Your preparations for the colloquium should be nearing completion. At this point your Delegation Checklist and accompanying documentation should be ready, or nearly so. Guidelines for preparing those materials are also attached. An important part of the colloquium is an analysis of your materials by the trained facilitator assigned to your college as well as sharing that information with neighboring colleges in your region. You should prepare the following information for distribution to your facilitator, Lynda Corbin, the coordinator of the regional colloquia, Donna Ferracone, and the contact persons at the other colleges who will be participating with you in the colloquium and have them in the mail by **March 1st**.

Information Packets: (sent to those listed below)
- Delegation Checklist
- Supporting Documentation (see "Documenting the Three Standards of Delegation"
- Participant List
- College Catalog
- 30 Outlines of Record (forming a cross-section of the curriculum)

Lynda Corbin, Professor of English
San Diego Mesa College
7250 Mesa College Dr.
San Diego, CA 92111

Donna Ferracone, Coordinator
Crafton Hills College
11711 Sand Canyon Rd.
Yucaipa, CA 92399

Lynn Whitmore, VP of Instruction
Coastline Community College
11460 Warner Ave.
Fountain Valley, CA 92708

Michael Kasler, Dean of Instruction
Cypress College
9200 Valley View St.
Cypress, CA 90630

Michael Viera, Executive VP
Fullerton College
321 E. Chapman Ave.
Fullerton, CA 92632

Marjorie Lewis, VP of Instruction
Golden West College
15744 Golden West St.
Huntington Beach, CA 92647

Terry Burgess, VP of Instruction
Irvine Valley College
5500 Irvine Center Dr.
Irvine, CA 92720

Kim Badrkhan, VP, Academic Affairs
Long Beach City College
4901 E. Carson St.
Long Beach, CA 90808

Chris O'Hearn, VP of Instruction
Orange Coast College
P.O. Box 5005
Costa Mesa, CA 92628

Your participants should be identified and prepared to take part in the colloquium. The enclosed list should be included

in the mailing of the information packets. The complete college team will be expected to attend the Friday session only, the workshop portions of the colloquium. The team for Saturday's portion of the program, which will be developing the college's action plan, will consist of a core group of six, including the faculty curriculum committee chair, the chief instructional officer, and four others designated by the college.
One of the significant features of the colloquium will be the sharing of exemplary practices among colleges within your region. As you assemble your information packets, identify an outstanding feature of your college curriculum or curriculum process which you would like to share at the colloquium. You will be asked to identify the subject matter and the presenters upon receipt of the written analysis of your documentation.

Note that your contact person will be receiving packets of information from each of the other colleges in your region. **Please make sure that everyone on your team has an opportunity to review these materials.** Note that you will have the opportunity to discuss exemplary practices of the other colleges in the Friday afternoon breakouts at the colloquium.

Lunch on Friday will be prepared by our host college at a per person cost of $10. Checks should be made payable to Orange Coast Colleges and should cover the participation of the full college team.

Action Requested
Prepare the information packets as detained above and mail to those specified by March 1st.
Identify those who will participate in the colloquium and include the participation list in the mailing.
Begin to identify an exemplary curriculum practice to present at the colloquium.

Contact: Donna Ferracone, Regional Curriculum Colloquia Coordinator, 909/389-3255
Lynn Miller, Dean, Curriculum Services, Chancellor's Office, 916/322-5625

CC: Fred Gaskin, Superintendent/President, College of the Siskiyous
Patricia Pinder, Academic Senate President
Bobbi Villalobos, Curriculum Committee Chair
Donna Ferracone, Regional Curriculum Colloquia Coordinator
Lynn Miller, Dean, Curriculum Services, Chancellor's Office
Lynda Corbin, College Facilitator
Academic Senate Curriculum Committee

Attachments: Delegation Checklist
Regional Colloquia Participant List
Campus Map and Parking Permits (20)
Documenting the Three Standards of Delegation

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Letter of Instructions to Site Facilitator at Host Colleges

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Dan Casey, Administrative Dean of Instructional Services, Orange Coast College

From: Rita Cepeda, Vice Chancellor, Curriculum Services and Instructional Resources

Date: July 1, 1997

Subject: Facility Requirements for the Regional Curriculum Colloquium

---

Your college has our greatest appreciation for your willingness to host the Regional Curriculum Colloquium for the South Coast region, to be held as shown below:

Date: May 8-9, 1997
Place: Orange Coast College, Theater Arts 102
Time: Friday, 8:30 a.m. to 4:00 p.m.
Saturday, 9:00 a.m. to 12:00 noon

We particularly are grateful for your agreeing to serve as host site facilitator.

The facility needs will consist of a meeting room to accommodate approximately 150 participants for a brief orientation from 8:30 to 8:45 a.m. on Friday. The group will then disperse to breakouts from 9:00 to 11:45 a.m. to be held in six nearby room accommodating approximately 30 participants. The group will then reassemble for lunch at noon in a facility which will serve the entire group of 150. Participants will be contributing $10 each towards the costs you will incur in preparing and serving the lunch. It would be appreciated if this fee could be stretched to cover coffee and juice in the morning, with a set up from about 8:00 to 11:00 a.m. near the meeting areas. The afternoon will again consist of breakouts in the same six locations from 1:00 to 4:00 p.m. Saturday's needs are much more modest. Six groups of approximately eight individuals will be meeting in a conference setting from 9:00 a.m. until noon. The breakout rooms on Friday will benefit from having an overhead projector and screen available. Any special needs for equipment would be handled by individual presenters.

Action Requested
Arrange for the facility needs for the regional colloquium as described above.

Contact: Donna Ferracone, Regional Curriculum Colloquia Coordinator, 909/389-3255
Lynn Miller, Dean, Curriculum Services, Chancellor's Office, 916/322-5625

CC: Donna Ferracone, Regional Curriculum Colloquia Coordinator
Lynn Miller, Dean, Curriculum Services, Chancellor's Office
Academic Senate Curriculum Committee

Attachment: Structure of a Regional Colloquium

Letter of Transmittal for Written Analysis of Documentation

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Serafin Zasueta, Vice President of Academic Affairs

From: Lynda Corbin, Professor of English, San Diego Mesa College

Date: April 1, 1997

Subject: Analysis of Documentation for Delegated Curriculum Approval Authority

---

Enclosed please find my analysis of your documentation supplied with the Delegation Checklist. I would suggest that your materials on prerequisite justification would be of interest to others in your region and that your institutional researcher, Gary Browning, would make an excellent presenter. I look forward to working with you in person at the colloquium.

CC: Fred Gaskin, Superintendent/President, College of the Siskiyous
Patricia Pinder, Academic Senate President
Bobbi Villalobos, Curriculum Committee Chair
Donna Ferracone, Coordinator;
Lynn Whitmore, VP of Instruction, Coastline Community College;
Michael Kasler, Dean of Instruction, Cypress College;
Michael Viera, Executive VP, Fullerton College;
Marjorie Lewis, VP of Instruction, Golden West College;
Terry Burgess, VP of Instruction, Irvine Valley College;
Kim Badrkhan, VP, Academic Affairs, Long Beach City College;
Chris O'Hearn, VP of Instruction, Orange Coast College;
Academic Senate Curriculum Committee

Notice of Continued Delegation

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
Division of Curriculum Services and Instructional Resources
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8732

To: Rita Burleigh, Vice President of Instruction

From: Rita Cepeda, Vice Chancellor, Curriculum Services and Instructional Resources

Date: April 15, 1996

Subject: Renewal of Delegated Curriculum Approval Authority

This letter confirms the renewal of delegation for your college consequent upon your full and effective participation in the regional curriculum colloquium at Chaffey College on November 17, 1995. The duration of your renewal will continue until your next scheduled colloquium, currently planned for the academic year 1998-99.

We would like to thank you for the great effort and enthusiasm you brought to the colloquium and the hard work that went into it. We all learned a great deal from the process. It is through experiences such as this, sharing the best practices both state wide and regionally, that our community college curriculum will continue to be recognized as an outstanding model for the nation and the world. Our staff, and in particular your facilitator Donna Ferracone, continue to be at your service if you have further needs.

For budgetary reasons, we are unable to forward separate copies of this letter to others on your campus who have a stake in this delegation, so we would appreciate your informing those on your campus who are involved in the review and approval of credit courses, or in the maintenance of the conditions for delegation, especially the following:

- Chief Student Services Officer
- Manager of Libraries and learning Resources
- Transfer and Articulation Officers
- Student Body President
- Staff Development Officer
- Instructional Administrators

As subsequent regional curriculum colloquia are held, we will be calling upon your experienced participants to serve as facilitators for other colleges. Meanwhile, once again our heartfelt thanks to you and congratulations to your college on achieving continued delegation of curriculum approval authority. If you have any questions, or if we can be of any assistance to you, please contact Lynn Miller at 916/322-5625.

CC: Louis Zellers, Superintendent/President, Citrus College
George Carlson, Academic Senate President
Patricia Barney, Curriculum Committee Chair
Luz Argyriou-Gomez, Regional Colloquia Coordinator
Lynn Miller, Dean, Curriculum Services
Academic Senate Curriculum Committee

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Appendix 6 - 1995-6 Regional Colloquia Pilot Evaluations

Curriculum Colloquium
Chaffey College
November 17, 1995

EVALUATION

Your comments on this first colloquium are very valuable to us. This is the first pilot, and your evaluations will influence the process for future colloquia.

One of the main objectives of this colloquium was to provide participants the opportunity to share information on curriculum standards and practices with their peers on other campuses and to address related issues of common concern.

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
1. Did the colloquium provide you with useful information?	1	2	3	4	5
2. Was the information provided pertinent to your needs?	1	2	3	4	5
3. Was the information delivered in a clear manner?	1	2	3	4	5
4. Could you find immediate uses for the information received?	1	2	3	4	5
5. Were these portions of the program useful?					
a. Speaker presentations	1	2	3	4	5
b. Small group sharing	1	2	3	4	5
c. Large group discussion	1	2	3	4	5
d. Individual meeting by college	1	2	3	4	5
e. Preparatory work done at college	1	2	3	4	5

Please give your comments regarding the preparation you were asked to do for the colloquium. (We acknowledge that you were given short notice.)

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
6. Were the instructions for preparation of materials clear?	1	2	3	4	5
7. Were you able to fill out the Delegation Checklist readily?	1	2	3	4	5
8. Were you able to have present at the colloquium those most involved with curriculum development and approval?	1	2	3	4	5

Please give your comments on the structure of the day.

	Circle your choice		
9. How was the time for presentations?	too short	about right	too long
10. How was the time for small group discussion?	too short	about right	too long
11. How was the time for large group discussion?	too short	about right	too long
12. How was the time for individual college meetings?	too short	about right	too long

13. What was your overall impression of the program?	valuable; good use of time	valuable; but could reduce time	adequate	not very useful; should be improved	not useful at all

One purpose of the colloquium was to convey the standards for delegation of curriculum approval authority (knowledge and training, processes, and approvability of curricula).

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
14. Are these conditions now clearer to you?	1	2	3	4	5
15. Are you confident that your college can implement these conditions for delegation of curriculum approval authority?	1	2	3	4	5
16. Are some areas still in need of further clarification? Please comment:	1	2	3	4	5

17. What recommendations do you have about the content of the program and the range and depth of topics?

18. What are your suggestions to improve the day?

College:_____ Position:_____

Thank you very much for your comments. Please give this form to one of the facilitators.

Curriculum Colloquium

Chaffey College
November 17, 1995

EVALUATION

Your comments on this first colloquium are very valuable to us. This is the first pilot, and your evaluations will influence the process for future colloquia.

One of the main objectives of this colloquium was to provide participants the opportunity to share information on curriculum standards and practices with their peers on other campuses and to address related issues of common concern.

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
1. Did the colloquium provide you with useful information?	29	3	0	0	0
2. Was the information provided pertinent to your needs?	26	6	0	0	0
3. Was the information delivered in a clear manner?	22	10	0	0	0
4. Could you find immediate uses for the information received?	26	4	2	0	0
5. Were these portions of the program useful?					
a. Speaker presentations	18	9	4	1	0
b. Small group sharing	28	3	1	0	0
c. Large group discussion	19	7	5	1	0
d. Individual meeting by college	18	5	7*	2	0
e. Preparatory work done at college	11	7	11**	1	2

Please give your comments regarding the preparation you were asked to do for the colloquium. (We acknowledge that you were given short notice.)

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
6. Were the instructions for preparation of materials clear?	10	6	10**	5	1
7. Were you able to fill out the Delegation Checklist readily?	9	6	13**	3	1
8. Were you able to have present at the colloquium those most involved with curriculum development and approval?	18	4	8	1	1

*6 left at lunch
**10 did not participate in preparation

Please give your comments on the structure of the day.

	Circle your choice		
9. How was the time for presentations?	1 too short	30 about right	1 too long
10. How was the time for small group discussion?	14 too short	18 about right	0 too long
11. How was the time for large group discussion?	6 too short	14* about right	6 too long
12. How was the time for individual college meetings?	3 too short	21* about right	2 too long

13. What was your overall impression of the program?	24 valuable; good use of time	5 valuable; but could reduce time	3 adequate	0 not very useful; should be improved	0 not useful at all

One purpose of the colloquium was to convey the standards for delegation of curriculum approval authority (knowledge and training, processes, and approvability of curricula).

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
14. Are these conditions now clearer to you?	17	13	2	0	0
15. Are you confident that your college can implement these conditions for delegation of curriculum approval authority?	22	7	2	1	0
16. Are some areas still in need of further clarification? Please comment:	16	9	3	0	4

Minor details; not really areas (Citrus, Dean of Faculty)
Need to know how long our delegated approval authority is valid. Need more in-depth information on distance learning. Is there a grace period or not for TOP codes and how are some to be handled? For instance, a program TOP Code was changed and given a different title. Do we use the TOP number as granted or change according to Title also? (Mary Ann Monica, College of the Desert)
Learned important information about course outlines and procedures for curriculum committee. Need to follow up with a local work shop. (Compton, Senate President)
Need more information on cross-listed, double-listed, etc. (Riverside, faculty)
Need clarity on entrance & exit skills in prerequisites, program development, course outlines (Riverside, faculty)

17. What recommendations do you have about the content of the program and the range and depth of topics?

Some areas detailed well. Others took longer than needed. (Citrus, Dean of Faculty)
Need more time on specific issues! Keep holding more of these. (Riverside, faculty)
I liked the free flow and ability to put any question on the table. I disliked the feeling of wrestling with an impossible challenge. (Crafton Hills, Dean, Occ. Ed.)
It appears that publications are available that I need to see before I know where to go next. (Riverside, faculty)
More time should be spent during general meetings addressing subcommittee findings. (Riverside, Ed. Advisor)
Good overview. Also, facilitators were well informed on details. (Compton, Senate President)
Need more technical information regarding instructional methods and teaching methods in distance learning. We are still waiting for the schedule that was to be published for the delegation checklist! (M.A.M., C.O.D.)
Issues that were raised in small groups should be addressed in later meetings. (College of the Desert, faculty)
Content and range were okay but depth was insufficient. (College of the Desert, Counselor)
Good topics but perhaps too many for this type of meeting. (Citrus, Dean of Faculty)

Need possibly a longer small-group session. (San Bernardino Valley, counselor)
I think that some of the materials provided should be used as examples or to illustrate problems and solutions (San Bernardino Valley, faculty)
We need a roundtable in the future to go over selected course outlines and programs. (San Bernardino Valley, faculty articulation officer)

18. What are your suggestions to improve the day?

It would be very helpful if group sessions and related room assignments could be provided to attendees in writing rather than giving verbally. It would save both time and confusion. Advising schools of the topics for breakouts and suggesting school representation at each session would allow preplanning by the college. (College of the Desert)
More emphasis on individual school basis. (Citrus, instructor)
Keep up the good work. (Compton, faculty)
A great day! (San Bernardino Valley, counselor)
Give large group speakers a microphone and get them to keep volume of voice up throughout their talk. Many voices faded too low to hear. (Citrus, instructor)
Send notices not just to curriculum chair and senate but include division chairs, CIOs, articulation officers, and DSPS/Transfer directors for greater involvement. (College of the Desert, Counselor)
None. This was a positive experience. I appreciate your efforts to bring us together. I would suggest the written instructions be made more clear. (College of the Desert, faculty)
Discussions regarding clarification of Title 5 language are needed. Some wording is redundant and difficult to understand without rewriting the statement (Mare Ann Monica, College of the Desert)
I would suggest limiting the issues to one or two and coming up with strategies for these issues. (Riverside, instructor)
I would have liked the chance to participate in several small group sessions. (Riverside, Ed. Advisor)
We need more lead time to prepare materials and members. (Riverside, faculty)
Get other course outlines from other colleges out sooner so that we have time to read them ahead of time. (Riverside, faculty)
This could be accomplished in half a day. (Citrus, Dean of Faculty)
More small group sessions are needed. Use as small group topics the pre-set issues that colleges have put forward prior to meeting. (Riverside, instructor)

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Curriculum Colloquium
Kings River College
April 26, 1996

EVALUATION

Your comments on this first colloquium are very valuable to us. This is the second pilot, and your evaluations will influence the process for future colloquia.

One of the main objectives of this colloquium was to provide participants the opportunity to share information on curriculum standards and practices with their peers on other campuses and to address related issues of common concern.

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
1. Did the colloquium provide you with useful information?	29	6	0	0	0
2. Was the information provided pertinent to your needs?	25	10	0	0	0
3. Was the information delivered in a clear manner?	16	16	1	1	0
4. Could you find immediate uses for the information received?	27	6	0	1	0
5. Were these portions of the program useful?					
a. Speaker presentations	12	11	4	1	0
b. Small group sharing	25	6	1	0	0
c. Large group discussion	18	10	0	0	0
d. Individual meeting by college	26	9	0	0	0
e. Preparatory work done at college	14	6	9	0	0

Please give your comments regarding the preparation you were asked to do for the colloquium. (We acknowledge that you were given short notice.)

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
6. Were the instructions for preparation of materials clear?	10	13	2	1	1
7. Were you able to fill out the Delegation Checklist readily?	14	8	2	0	0
8. Were you able to have present at the colloquium those most involved with curriculum development and approval?	15	7	3	4	0

Please give your comments on the structure of the day.

	Circle your choice		
9. How was the time for presentations?	1 too short	28 about right	2 too long
10. How was the time for small group discussion?	6 too short	25 about right	1 too long
11. How was the time for large group discussion?	1 too short	25 about right	2 too long
12. How was the time for individual college meetings?	1 too short	25 about right	0 too long

13. What was your overall impression of the program?	23 valuable; good use of time	6 valuable; but could reduce time	1 adequate	0 not very useful; should be improved	0 not useful at all

One purpose of the colloquium was to convey the standards for delegation of curriculum approval authority (knowledge and training, processes, and approvability of curricula).

	Ranking Scale 1=Yes 2=Somewhat 3=No Opinion 4=Not much 5=No				
14. Are these conditions now clearer to you?	19	7	1	2	0
15. Are you confident that your college can implement these conditions for delegation of curriculum approval authority?	18	9	2	1	0
16. Are some areas still in need of further clarification? Please comment:	14	2	5	1	3

17. What recommendations do you have about the content of the program and the range and depth of topics?

More student involvement by all colleges.
I would have liked to have the small groups deal with SEVERAL of the topics instead of only one. Yet, doing some topics in depth must have worked, too.
More copies of materials from other schools or opportunity to duplicate.
Increase connection between curriculum and articulation.
More time to discuss topics and fill in gaps in knowledge.
This colloquium was much more valuable than the last one, perhaps because I understand more at this time. I feel the next one will be even better for the same reason.
Address the issue of conveying the standards for delegation and approvability of curricula.
It was valuable to me to let us direct the issues of discussion in small groups.
Fewer breakouts with more specific content.
Thank you.
Non. It was thorough, well organized and time used wisely.
Timing relative to the State Academic Senate meeting caused me to miss morning session because of the classes I missed previously.
New programs and program approvals.
Would have liked to attend more than one breakout session.

18. What are your suggestions to improve the day?

I wish we could have had access to the materials of the other colleges; their CC outlines for example, their handbooks highlighted in reference to areas of specific concerns.
We need MORE and MORE SPECIFIC information MUCH earlier before the meetings. It wold be nice if we could SHARE exemplary materials.
I came into the day knowing so little of what to expect so I had nothing in particular prepared besides our list of questions.
Allow people to attend two breakouts.
Very helpful.
Make available to all attending copies of other schools' handbooks, materials, etc.
None. It was really well done. Nice to see the group here from the Chancellor's Office.
Just more notice.
It would have been good to get to go to two breakout sessions instead of one.
More time to share with other same size colleges.
Continue with these programs.
A JOB WELL DONE. I think a two-day workshop might be a good idea. Each college could then exchange and share samples of their work and compare handbooks, course outlines, procedures, etc. more in depth.
Sharing of handbooks, outlines, materials with other colleges.
Timeline was so short that group preparation was not possible. Our curriculum chair did prepare and did well.
The time provided made it impossible to prepare materials as a GROUP.
I am a new teacher, new to curriculum, and clarification is a gradual process.
I've only just become a member of the curriculum committee and expect to learn more.
Distance education discussions were useful: sharing of processes, procedures, and problems.
Validation of cross-discipline prerequisites.
I am a person who learns best by DOING. We haven't completed all of the requirements yet. The validation process is still fuzzy.

Appendix 7 - Grant Application

Development of a Model for Regional Curriculum Colloquia

Application Abstract

The purpose of this project is to develop a model for continuous curriculum improvement at the local college level. Improvement and development of new curriculum directly supports instruction in the classroom. Standards for curriculum have been set in Title 5 by the Board of Governors and expanded upon by the Chancellor's Office in the *Curriculum Standards Handbook*. One of the keys to assuring that these standards are applied to the curriculum reaching the classroom is the use of an effective process by which technical assistance is provided to the colleges. The mechanism envisioned by the system practitioners when drafting the *Handbook* was the Regional Curriculum Colloquia. Although two pilots have been carried out by the Academic Senate Curriculum Committee in academic year 1995-96, many questions remain unanswered. The purposes of this project are to 1) resolve issues about the responsibility for planning and implementing colloquia and the relationship of the colloquia to compliance with state standards, 2) to develop a model for state oversight, facilitator training, and colloquia activities which can be replicated in future years, and 3) to explore funding for those future colloquia.

Development of a Model for Regional Curriculum Colloquia

Need

The purpose of this project is to develop a model for continuous curriculum improvement at the local college level. This model will be based on the principle of the regional curriculum colloquium as described in the *Curriculum Standards Handbook* (Chancellor's Office, 1995). The need for such a model can be expressed at several levels.

Improvement and development of new curriculum directly supports instruction in the classroom. It is through the design, review, and approval processes that faculty express their creativity in meeting student learning needs. If those processes are vague, cumbersome and do not support sound curriculum standards, the resulting curriculum will not be relevant to students' and society's needs.

Standards are meaningless without the provision of assistance to meet those standards. The Board of Governors in charged with developing minimum standards for curriculum (Ed. Code §70901) and for supporting local academic senates in their efforts to make recommendations for the ways in which those curriculum standards can be upheld (Ed. Code §70902). The Board of Governors has set those standards (Title 5 §55002) and supported the academic senates in their primary role in making curriculum recommendations (Title 5 §53200-204). The Chancellor's Office has prepared the *Curriculum Standards Handbook* as a guideline for colleges to understand the extent of those standards.

One of the keys to assuring that these standards are applied to the curriculum reaching the classroom is the use of an effective process by which technical assistance is provided to the colleges. The mechanism envisioned by the system practitioners when drafting the *Handbook* was the Regional Curriculum Colloquia. The concept was to have 6 to 8 colleges send those involved in developing, reviewing, and approving curriculum to a two day workshop once each three years. In those colloquia, the nature of the standards would be discussed, good practices for meeting those standards would be shared--both by state-level facilitators and those present from the other colleges in the region--and problems encountered would be discussed with solutions proposed in a cooperative environment. However, currently no complete, demonstrably workable model has been developed for how the colloquia will operate in practice. During the 1995-96 academic year, the Academic Senate, through its Curriculum Committee and in cooperation with representatives of the Chief Instructional Officers board, completed two trials of such regional colloquia (one in November at Chaffey College and the other in April at Kings River College). While these trials have affirmed the soundness of the basic premise of the colloquia as a means to provide assistance, many questions remain unanswered. Those questions form the issues around which the objectives of this proposal will be formulated.

One of the issues is the role of the Chancellor's Office, the Academic Senate, and the Chief Instructional Officers board. While the primacy of faculty in the area of curriculum standards is clear, the staffing and implementation of the process by which technical assistance is given is more aptly a shared responsibility. One of the major objectives of the project will be to strike a balance among the need for the curriculum expertise of the faculty, the staffing responsibility of the Chancellor's Office and the oversight role of the Chief Instructional Officers.

The second issue is the role that the colloquia will play in the renewal of delegated curriculum approval authority. The *Curriculum Standards Handbook* delegates certain authorities (approval

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of stand-alone courses, repeatability, and district-level conjoint programs) to colleges who meet certain conditions. (In general terms, the three conditions are knowledge of the standards, effective local procedures, and the production of curriculum approval by review agencies such as CSU-GE Breadth and the Chancellor's Office new program approval process.) Current discussions among the Chancellor's Office, the Academic Senate and the CIO Board favor the conversion of the knowledge, procedures, and approvability criteria to standards rather than conditions of continued delegation. Colleges would be expected to make reasonable progress toward achieving the standards rather than held to a firm condition which, if not met, could result in the loss of local approval authority. The conditions of delegation would become, under the currently considered proposal, submission of documentation (as specified in the Delegation Checklist in the *Handbook*), participation in technical assistance, either the regional colloquia or an alternative arranged mutually between the Chancellor's Office and the college, and development of an action plan for the continuous improvement of the colleges' curricula. This role of the colloquia in the delegation process must be clarified, agreed upon, and tested in the field.

The extent of a procedure which will involve the review of the entire system curriculum over three years will need to be impressive in scope. The originators of the colloquia projected that colleges would voluntarily prepare and submit documentation (as specified in the Delegation Checklist in the *Handbook*) and then commit the resources of perhaps thirty staff to attend an all day workshop once each three years. The willingness of colleges to do this is certainly an issue. The submission of documents that are never reviewed to provide feedback or of asking participants to sit through presentations of material with which they are already familiar is certainly not a good use of resources and would doom the project to failure. What are reasonable documents to submit? How should they be reviewed and feedback provided? What level of college staff participation is effective and workable? What information do those participants reasonably need?

The regional colloquia will need planning and execution to take place on three levels. A detailed model will emerge that will address the following points: First, there must be oversight at the state level. At issue is by whom should that oversight be provided and how it should be done. Second, facilitators for the colloquia must be recruited and trained. How should the facilitators be identified, what training will they need, and what materials need to be developed? Third, the colloquia themselves must be planned, coordinated, carried out, and evaluated. How should colleges be identified and what correspondence should they receive? What documentation should colleges submit and how should it be reviewed and incorporated into the workshop day? What should be the schedule of the day itself? What are the facility and equipment needs? How should colleges develop an action plan as a result of the workshop? What form should the evaluation take? If the colloquia are related to renewal of delegated curriculum approval authority, what notification is required and by whom?

The final issue is the fiscal support for the continued offering of the colloquia. This project, if funded, will develop a model for the colloquia, but, if this is to be a method for continuous curriculum improvement, it must be based on reliable year-to-year funding. What resources are reasonably needed both in terms of personnel and support? To what extent can local colleges be called upon to support this activity and to what extent can state support be provided? What state level funding sources are available or could be developed?

Development of a Model for Regional Curriculum Colloquia

Objectives

1. Provide clear roles and responsibilities for the Chancellor's Office, Academic Senate Curriculum Committee, and Chief Instructional Officers board in the regional curriculum colloquia process.

2. Clearly define the criteria and process for renewing curriculum approval authority and the role, if any, for the regional colloquia in this process.

3. Delineate the responsibilities of local colleges in preparing for, participating in, and following up on the regional colloquia.

4. Develop models for state level oversight, facilitator selection and training, the activities on the day of the colloquia, and any needed follow up.

5. Plan, coordinate and execute five regional colloquia during academic year 1996 -97. After the first two colloquia have been executed, evaluate procedures and results and using this information improve the design of the next three as needed.

6. Explore, evaluate, and recommend funding strategies for the continuation of the colloquia as developed in the above models.

Development of a Model for Regional Curriculum Colloquia

Application Annual Workplan and Performance Indicators

Objectives	Activities	Responsible Person(s)	Time Line
Provide clear roles and responsibilities for the Chancellor's Office, Academic Senate Curriculum Committee, and CIO board in the regional curriculum colloquia process.	Meet with Chancellor's Office staff (CO), Academic Senate Curriculum Committee (ASCC), and CIO board to define and agree upon specific roles and responsibilities.	Project Director	Summer 1997
Clearly define the criteria and process for renewing curriculum approval authority and the role, if any, for the regional colloquia in this process.	Meet with CO, ASCC, and CIOs to develop and finalize both the criteria and process for delegation of curriculum approval authority and the role of the colloquia in this process.	Project Director	Summer 1997
Delineate the responsibilities of local colleges in preparing for, participating in, and following up on the regional colloquia.	Review results of the two pilot colloquia. Create letters to clearly reflect timelines and local college responsibilities. Evaluate fall colloquia and make revisions to the process as needed to reflect local college responses. Redesign the process for the three sets of colleges for spring colloquia.	Project Director Project Director Project Director	Summer 1997 Fall, 1997 Fall, 1997
Develop models for state level oversight, facilitator selection and training, the activities on the day of the colloquia, and any needed follow up.	Coordinate and agree upon a state oversight model with CO, ASCC, and CIOs. Select facilitators. Design, schedule, perform, and evaluate facilitator training. Prepare a training guide for future use.	Project Director Project Director Project Director	Summer 1997 Summer 1997 Fall, 1997

Plan, coordinate and execute five regional colloquia during academic year 1997-98. After the first two colloquia have been executed, evaluate procedures and results and using this information improve the design of the next three as needed.	Design, schedule, implement, and evaluate two fall colloquia. Revise the process for three spring colloquia. Prepare guidelines for colloquia follow up.	Project Director Project Director Project Director	Fall, 1997 Fall, 1997 Spring, 1998
Explore, evaluate, and recommend funding strategies for the continuation of the colloquia as developed in the above models.	Budget for one fall training session and two fall colloquia. Evaluate training and colloquia budget needs. Develop and implement revised budget for one spring training session and three spring colloquia. Develop a budgeting guide for future training and colloquia. Research, evaluate, and recommend funding source in collaboration with CO, ASCC, and CIOs.	Project Director Project Director Project Director	Summer 1997 Fall, 1997 Spring, 1998 Spring, 1998

Development of a Model for Regional Curriculum Colloquia

Supplemental Budget Proposal Worksheet

Reassigned Time for Coordinator $10,500
Calculated at a part-time instruction rate of $40/hour,
and allowing for 7.5 units per semester (15 units for the year, 50% load):
262.5 hours x $40 per hour = $10,500

Administrative Support $2000
This includes two or three days as start up time, one day of continuing work and two days of follow up activities. This support can be provided by temporary employees or student workers. Time is assumed to be five 8 hour days for a total of 40 hours at an average of $10 per hour.
40 hours x 5 colloquia = 200 hours x $10 per hour = $2000

Travel Expenses

Senior Facilitator Training (Coordinator + CO Staff & 5 Seniors) $505
$100 air fare x 3 participants = $300
150 miles x $0.30 per mile x 3 participants = $135
Lunch for 7 x $10 = $70
No compensation for facility; held at a host college
No compensation for Chancellor's Office Staff travel

College Facilitator Training North (10 + Coord, CO Staff & 3 Seniors) . $440
$100 air fare x 2 participants = $200
150 miles x $0.30 per mile x 2 participants = $90
Lunch for 15 x $10 = $150
No compensation for facility or mileage for facilitators or CO Staff

College Facilitator Training South (10 + Coord, CO Staff & 3 Seniors) . $440
$100 air fare x 2 participants = $200
150 miles x $0.30 per mile x 2 participants = $90
Lunch for 15 x $10 = $150
No compensation for facility or mileage for facilitators or CO Staff

Colloquia (Coord, 1 Seniors, 1 CO Staff, 4 College Facilitators) $8750
2 nights lodging for 7 x $100 = $1400
2 dinners for 7 x $15 = $210
2 breakfasts for 7 x $5 = $70
1 lunch for 7 X $10 = $70
No compensation for facility, mileage, or lunch for participants
Subtotal $1750 x 5 colloquia = $8750

Materials and Supplies $1250
Paper, printing, duplicating: $100 x 5 colloquia = $500
Postage and overnight mailing: $75 x 5 colloquia = $375
Materials for presentations: $75 x 5 = $375

Incidentals $1115
Total $25,000

Expected Outcomes

1. This project will result in an agreed-upon process for providing technical assistance to local colleges in the area of curriculum standards and for the continued delegation of curriculum approval authority. This outcome will be demonstrable as revised sections of the *Curriculum Standards Handbook*, Volume I, dealing with delegation and colloquia.

2. This project will successfully carry out five regional curriculum colloquia and provide technical support to approximately 35 colleges. Furthermore, this project will develop detailed work plans and guidelines to enable this colloquia program to continue as a regular means of providing technical assistance on a basis that will have great systemwide impact.

3. This plan will establish the fiscal requirements of supporting a continuing year-to-year program of serving all colleges on a three year cycle. The written financial plan will include reasonable sources of revenue, having explored all possibilities. This project will prepare all necessary steps to secure that funding and assure that the regional colloquia will be a continuing project.

Development of a Model for Regional Curriculum Colloquia

Evaluation Plan

As mentioned in the Workplan, each step of the project during the fall semester will be evaluated as the two colloquia are planned and executed. The results of these evaluations will be used to modify the three colloquia to be held in the spring. The evaluations of those sessions will be incorporated in the final written models as the work products of this project.

These evaluation steps include:

1. Meeting with systemwide representatives to discuss the appropriate documentation, processes, and participants for the colloquia.

2. Working with the facilitators to evaluate the selection process, training methods, and training materials used to prepare facilitators for the colloquia.

3. Request of all participants at the colloquia a complete evaluation of all aspects including advance preparation, utility of materials, facilities planning, appropriateness of the workshop presentations, and follow up activities.

4. Plan, monitor, and evaluate the budget for each colloquia and modify the spring portion of the project to make the most efficient use of funds.

5. Evaluation by the Academic Senate Curriculum Committee, the Chief Instructional Officers board, and the Chancellor's Office staff at each step and for each phase of the project. All plans and evaluations will be shared at committee meetings throughout the year and suggestions incorporated into the process.

Development of a Model for Regional Curriculum Colloquia

Dissemination Plan

The major work products of this project will be disseminated as follows:

1. Revisions to Volume 1 of the Curriculum Standards Handbook, once officially approved, will be disseminated to all local college curriculum chairs, academic senate presidents, chief instructional officers, chief student services officers, and chief executive officers.

2. The training and implementation models, once officially approved, will be likewise distributed.

3. The financial plan will be disseminated through the consultation process and action taken as appropriate to produce continuing funding for the regional colloquia.

Appendix 8 - Model Action Plan

As follow up to the Regional Colloquium, River Valley Delta City College proposes the following Action Plan to be addressed during the next three years.

1. Review the use of the Carnegie unit relationship, particularly for lab courses, and bring this practice into compliance with Title 5.

2. Review the use of variable unit courses and assure that each has corresponding variable hours of instruction.

3. Review the policy that foreign language courses are not open to those with previously acquired proficiency, considering allowing credit enrollment of such students or, minimally, allowing enrollment with no credit earned.

4. Establish a feasibility review for each course outline covering at least the availability of library materials, frequency of section offerings, and availability of staff and supplies.

5. Establish a separate review and approval process for courses taught in distance learning mode, particularly by setting a college standard for personal and regular student-instructor contact.

6. Replace the ABCD ½ unit modules within courses with separate course outlines, establishing each module as a separate 4 week short course.

7. Replace "consent of instructor" statements in music performance courses with specific audition requirements justified as performance limitations on enrollment following Title 5 and the Model District Policy.

8. Revise the use of the two-year probationary period for new prerequisites so that it applies only to new courses, not existing courses.

9. Stop the practice of justifying English courses as prerequisites by using health and safety content review and require all out-of-sequence communication skills prerequisites to be justified by data collection and analysis.

10. Review the use of the "Notes" section of catalog course descriptions to assure that those which constitute advisories on recommended preparation are appropriately justified and listed as such.

11. Set up processes to systematically review prerequisites which were established prior to the currently used prerequisite justification process.